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ABSTRACT

This is an evaluation report of a Title VII Bilingual Program conducted at five New York City High Schools in 1979-80. The report contains a program description and information on the schools' demographic context and student characteristics. Instructional components of the program discussed include: (1) student placement, programming, and mainstreaming; (2) course offerings; (3) "a teaching reading through the arts" program; and (4) special instructional features. Areas of the non-instructional component covered include: (1) curriculum and materials development; (2) supportive services; (3) staffing and staff development; (4) parental and community involvement; and (5) affective domain. Tables show the performance of Spanish, Italian, and Chinese students on the Criterion Referenced English Syntax Test and on mathematics, science, social studies, native language arts, and content area achievement tests. Attendance figures are also given. (APM)

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FINAL EVALUATION REPORT

ESEA Title VII

Grant Number: G007604865

Project Number: 5001-42-07615

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COMPREHENSIVE HIGH SCHOOL BILINGUAL PROGRAM 1979-1980

Director: Florence Pu-Folkes

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COMPREHENSIVE HIGH SCHOOL BILINGUAL PROGRAM

LOCATIONS: Benjamin Franklin High School, New York, New York
Julia Richman High School, New York, New York
Lower East Side Prep, New York, New York
Park East High School, New York, New York
Franklin D. Roosevelt High School, Brooklyn, New York

YEAR OF OPERATION: 1979-1980, fourth year of five year funding cycle

TARGET LANGUAGES: Spanish, Chinese, Italian

NUMBER OF PARTICIPANTS: 448 students of limited English proficiency

PROJECT DIRECTOR: Florence Pu-Folkes

I. PROGRAM DESCRIPTION

The Comprehensive High School Bilingual Program (CHSBP), which has now completed the fourth year of a five year funding cycle, is the only "high school umbrella project that is funded by Title VII (and New York State Chapter 720) for supplementary aid toward direct academic and vocational instructional services" (p. 7 proposal) in Spanish/Chinese/Italian bilingual programs. As described in the proposal, it makes available bilingual resource teachers and educational assistants who provide Tax Levy classroom teachers with technical assistance in curriculum planning, by offering resource materials and conducting classroom demonstration lessons. The supplementary personnel are also responsible for student monitoring and advisement. In addition, bilingual curriculum specialists design and field test curriculum materials, and neighborhood workers serve as liaisons between the school, the home, and the community.

Presently, five participating sites serve a total of 448 limited-English-proficient students. All but one site are Title I designated high schools located in areas where the majority of the residents are of low-income

status. The four Title I high schools are Benjamin Franklin High School, Julia Richman High School, Lower East Side Prep, and Park East High School. Franklin D. Roosevelt High School, the fifth site, is not a Title I school but it reportedly receives a number of limited-English-proficient students from low-income families who "opt" to attend this school.

As reported by the director, the philosophy of the program is "to facilitate students' learning ability in their native language, to offer intensive English language instruction, and to help students adapt in their new environment". Although this philosophy was generally shared by the on-site school administrators, there are substantial differences in the approach followed to implement it. Two of the on-site personnel interviewed indicated that students "should be taking more courses in the regular track as they progress through the program in order to achieve a speedy transition into English." Two others indicated that the program should seek to develop and maintain the use of the two languages. The implications of these philosophical differences will be evident in the variety and number of courses offered to LEP students in the bilingual and mainstream program at the individual sites discussed in the description of the instructional program (below).

As outlined in the original proposal, the short-range objectives of the program are:

1. To significantly improve the achievement scores in English language skills (understanding, speaking, reading, writing,) for 50% of the target population of students in the 9th and 10th grades, as measured by pre and post test administration of instruments.

2. To significantly improve the achievement scores in content area instruction (math, social science, science) for 50% of the target population of students in the 9th and 10th grades, as measured by pre and post test administration of appropriate instruments.
3. To raise among the target population of students the level of ethnic awareness in order to encourage an appreciation of the target culture and the culture of other ethnic groups, as measured by formal and informal interviews and classroom observations (pre and post) conducted by a bilingual evaluator and by the project staff.
4. To significantly improve attendance through greater involvement of students and parents in learning experiences designed to meet their specific needs as measured by formal and informal observations (pre and post) conducted by a bilingual evaluator and by the project staff.
5. To significantly improve the instructional skills of the bilingual staff in the program through the development and use of appropriate bilingual materials and methodology, as measured by formal and informal interviews and classroom observations (pre and post) conducted by a bilingual evaluator and by the project staff.

The program is administered by the Office of Bilingual Education (OBE) of the Board of Education. As such, it bears organizational relationship and coordination responsibilities within OBE and other departments of the Board, such as the Division of High Schools.

Presently, central staff includes a Project Director (Educational Administrator), who oversees the entire operation of the umbrella program with the support of a Field Coordinator, one Teacher Trainer, one Curriculum

Specialist, one Parent Trainer and one typist. Field-based personnel include one Italian, six Spanish, and two Chinese Resource Teachers, eight Educational Assistants, and one School/Neighborhood Worker. This represents a modification in the staffing patterns proposed, as illustrated by Chart I (below), because changes in the funding received necessitated modifications of budget and staffing.

As indicated by a chart of the program's organizational structure (Chart II) the on-site activities are under the supervision of the Assistant Principal for Foreign Language in three high schools--Franklin D. Roosevelt High School, Benjamin Franklin High School, and Julia Richman High School--and under the direct supervision of the Principal in the two alternative schools--Park East High School and Lower East Side Prep.

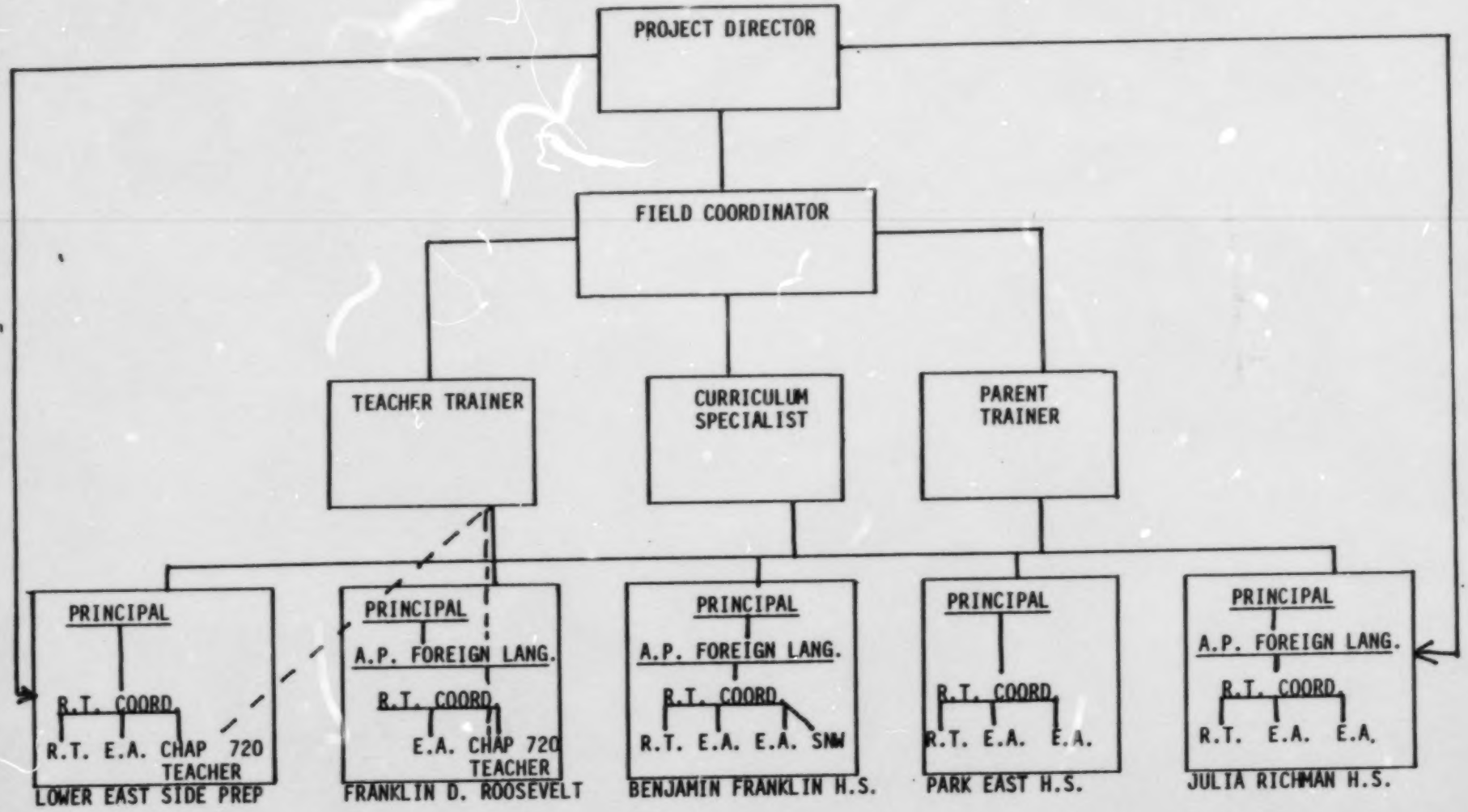
CHART I

A Comparison of Proposed and Actual Staff

Personnel	Proposed	Presently Assigned
Project Director (E.A.)	1	1
Field Coordinator	1	1
Curriculum Specialist		
Chinese	1	-
Italian	1	1
Spanish	1	1
Teacher Trainer	1	1 (½ time with 720)
Parent Trainer	-	1
Resource Teachers		
Spanish	5	7
Chinese	3	2
Italian	3	1
Educational Assistants	10	8
School Neighborhood Workers	2	1
Supervising Steno-Bilingual	1	1
Clerk Typist	1	-

CHART II

ORGANIZATION CHART FOR CHSBP 1979-1980



R.T. = RESOURCE TEACHER
E.A. = EDUCATIONAL ASSISTANT
S.N.W. = SCHOOL NEIGHBORHOOD WORKER

The Project Director describes the organization of the instructional program as follows:

> The program in each [high school] is under the supervision of the A.P. of Foreign Language, however, the services rendered are dispersed throughout the departments (Science, Math, Social Studies, and others).

Moreover, the program at each site operates on a mini-school plan. Such an environment may either be physically separated from the main school building and be housed in a school annex or may be housed on one floor or in one section of the school complex.

While it is the Project Director's impression that this type of organizational structure serves to make the program an "integral part of the education of the LEP students" and contributes to the creating of a supportive climate within each site, she also recognizes that it has its disadvantages. "The Assistant Principal is the immediate supervisor of the Title VII staff. Sometimes this poses problems because they are also accountable to the Director."

An atmosphere of cooperation and good will among the school leadership, the CHSBP personnel, and the instructional staff must be created if the CHSBP is to achieve its primary goal--providing supportive services to the LEP learner. In the opinion of the evaluator, the program at Benjamin Franklin High School demonstrates that such an approach is viable. The school leadership at this site reflects the supportive attitude and cooperation required in order to coordinate a comprehensive instructional approach for meeting the special cognitive, linguistic, affective, and social needs of this learner group. Other sites may benefit from establishing such a supportive and cooperative school climate.

II. DEMOGRAPHIC CONTEXT AND STUDENT CHARACTERISTICS

A. Lower East Side Prep (LESP)

The Chinese component of the CHSBP is situated at Lower East Side Prep, a small, alternative school originally funded as a private school sponsored by corporations to provide:

1. a second chance to disaffected youth who had dropped out of high school;
2. English language instruction to recently arrived immigrants.

Given the program's specialized nature, it is open to students who live in communities throughout the metropolitan area and who demonstrate an interest in and an affinity with the type of program offered. The school attracts students who are beyond the compulsory school age.

The school population is representative of the major ethno-linguistic groups of the immediate surroundings, e.g., Chinatown, the Lower East Side (Black and Hispanic), and "Little Italy."

LESP is located at 169 William Street in the hub of lower Manhattan's business district. Although not a residential community, the area represents the heaviest concentration of businesses and office headquarters for some of the major corporations in the U.S. and encompasses Wall Street, The Stock Exchange, and the World Trade Center. Both Pace University and Beekman Hospital are adjacent to the school and located nearby is the soon to be completed Fulton Street shopping mall.

Furthermore, there are historical and cultural sites within walking distance, e.g., Bowling Green, Trinity Church, The Fulton Street Fish Market,

City Hall, Battery Park. All of these features combine to make this unique site a limitless resource for a variety of educational experiences.

The population being served at LESP consists of newly arrived Chinese immigrants. The on-site coordinator pointed out that there are approximately 243 LEP Chinese students enrolled at the school. Of these, 163 are in the CHSP program, indicating that the remaining 80 LEP students could benefit from an extended program.

Moreover, he noted that the target population primarily speaks a Cantonese dialect and that this group now uses two distinct forms of written language--one representing the traditional writing system and the other constituting a modernized version with simplified characters. This duality poses a problem for the student who must adjust to both, and for the coordinator who must identify and select appropriate instructional materials which have a consistent format.

The coordinator observed, and the evaluator concurs, that this target population is greatly motivated to acquire English language skills; they want to continue to grow academically and/or to pursue a trade or occupation. Due to this fact, the coordinator felt that students who enter the program with little command of English and use Chinese as the dominant means of peer/family communication are able to acquire basic English language skills within one to two years after entry into the program.

B. Park East

Park East High School is a small, community-based, alternative school which serves a substantial number of older students who return to school

to complete their secondary education. It is located at 230 E. 105 Street in the midst of the East Harlem area in Manhattan.

This residential community is predominantly Hispanic and Black low-income families. Although there are many abandoned buildings and tenements in the immediate vicinity, there are also several new low-and middle-income apartment complexes within walking distance of the school. An effort is presently underway to redevelop this community.

The on-site coordinator indicated that about 50-60% of the school population reside in this area, while the others commute from other sections of Manhattan, the Bronx, and Brooklyn.

The on-site coordinator also noted that the population is relatively stable. Furthermore, the majority of the target students are New York City born and combine features of both English and Spanish in their spoken dialect. Due to this unique linguistic characteristic, she emphasized that the LAB test poses particular problems for assessment.

C. Benjamin Franklin

Benjamin Franklin High School is located at 116 Street and FDR Drive, about ten blocks to the north of Park East High School. Both schools fall within Community School District 4 which has a heavy concentration of Hispanics and Bilingual Programs/Mini Schools at the elementary and intermediate levels.

Unlike Park East and LESP, Benjamin Franklin is a traditionally large school structure which accommodates well over 2,000 students. The bilingual program services students from the Bronx as well as Hispanic residents of this area.

The target population is comprised of students from Puerto Rico, Colombia and Ecuador and many are proficient in a standard dialect of Spanish. As such, these students are quite distinct from those at Park East High School. Moreover, the Assistant Principal described the group as mobile, characterized by return migration and/or prolonged visits to their country of origin. She emphasized that absenteeism was an especially difficult problem.

D. Julia Richman

Julia Richman High School is located at 317 E. 67 Street, in an area of midtown Manhattan which has multiple middle-income and luxury high rise apartment buildings, a few office buildings, and a variety of community institutions and resources, e.g., Hunter College, New York Hospital, etc. The students in the program do not live in this neighborhood; most commute from the area in Spanish Harlem that surrounds Park East and Benjamin Franklin High Schools. The school population was reported to be about 40% Hispanic from South America, Puerto Rico and the Dominican Republic and about 50% Black. It was added that most of the students who enter the CHSBP are Spanish-speakers, many of whom are illiterate in both languages. As a result of the wide range of proficiency in Spanish, the school offers two different types of native language arts classes--one designed for the literate student and the other for the illiterate.

E. Franklin Delano Roosevelt

Franklin D. Roosevelt is located at 5800 20th Avenue, Brooklyn, a middle income, residential area characterized by small private homes. The community immediately surrounding the school is predominantly white, with large numbers of residents of Italian and Russian backgrounds and a growing number of Hispanics.

This site differs from the other four not only in terms of its physical setting, but also because the area's demographic characteristics have changed since the CHSP was initiated. Within the past few years, the Italian population has gradually decreased, while the total number of Russians and Hispanics have increased. Both the Assistant Principal and the Project Director concurred that there was a need to provide bilingual services to the growing number of Hispanic students.

Chart III, which follows, summarizes the ethnic composition of each school and the percentage of LEP students served to the total school population. Chart IV represents a summary of site characteristics.

CHART III

THE ETHNIC COMPOSITION OF THE SITES AND PERCENTAGE OF LEP STUDENTS SERVED TO TOTAL SCHOOL POPULATION

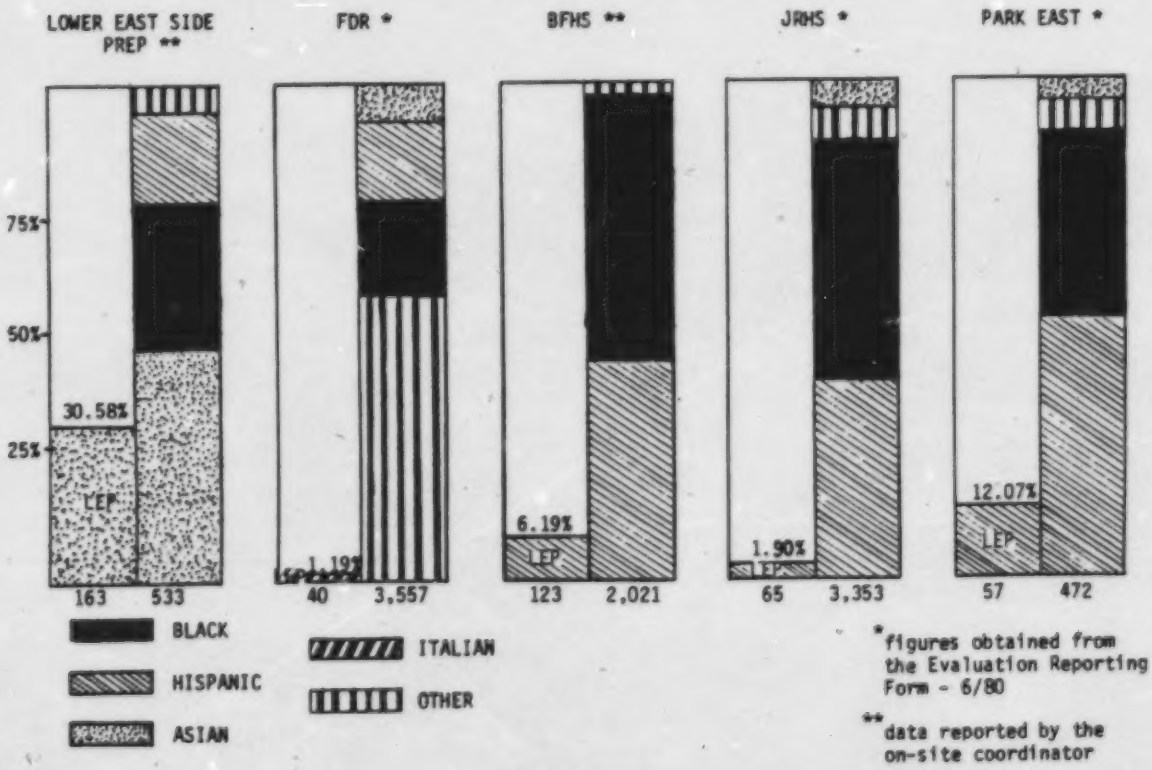


CHART IV - SUMMARY OF SITE CHARACTERISTICS

SCHOOL	TARGET LANGUAGE	NO. OF STUDENTS	TOTAL SCHOOL ENROLLMENT*	PROGRAM STAFF TITLE VII	TITLE I	CHAP. 720	TAX LEVY	DESCRIPTION OF TARGET POP.	SPECIAL SITE CHARACTERISTICS
Ben Franklin 116 St. & FDR N.Y.C.	Spanish	123	2,021	3 Resource teachers (RT) 2 Education Ass't (EA) 1 Neighborhood Worker (NW)	1-Teacher 1-Para	0	4 Bil tchr: Math SS Sci Span.	.student pop. primarily from P.R., Colombia, Ecuador .high percentage literate in Spanish .student mobility is excessive .low-mid SES	.Spanish Harlem area .promotes the extension of skills in Spanish .Coordination and cooperation between the principal & the staff facilitates student monitoring, advisement .little staff turn-over
Julia Richman 217 E. 67th St N.Y.C	Spanish	65	3,353	1 (RT/Coord.) 1 (RT) 2 (EA) 2 (EA)	2-Teachers 2-Paras	0	1 Bil Sci 1 Span DHS 1 Math 1 SS	.student pop. primarily from South America, P.R. and Dominican Republic .high percentage of illiterates in Eng. and Span. .good attendance .low SES	.Midtown-Eastside area .students exited from program as soon as possible .departmentalized structure does not facilitate student monitoring and advisement .high turn-over of program staff
Park East 230 E 105 St. N.Y.C.	Spanish	57	472	1 (RT/Coord.) 1 (RT) (EA) 2 (EA)	1-Teacher	0	4 Bil Tchrs: 1 Math *1 Sci 1 SS 1 Span	.student pop. primarily N.Y.C. born P.R.'s .high percentage of illiterates in Eng. & Span. Speaker dialect blend of both .fair attendance .low SES	.Spanish Harlem area .promotes mainstreaming .school size facilitates student monitoring & advisement .high turnover of program staff
Lower East Side Prep. 169 William St. N.Y.C.	Chinese	163	533	1 (RT/Coord.) 1 (RT) 1 (EA)	1-Teacher	1	1 Bil S.S. (TPD) 1 Bil Math 1 Bil Sci 2-Neighborhood workers	.primarily recent arrivals from China (Canton) .literate in Chinese; speak dialect .good attendance-relatively stable pop. .low-mid SES	.Wall st. area .student are highly motivated to acquire Eng. language skills but prefer Chinese for peer/family communication .school size faciliates student monitoring and advisement .increasing no. of LEP students
FDR 5800-20th Ave. Brooklyn, N.Y.	Italian	40	3,557	1 (RT/Coord. 1 EA	0	1	1 Bil SS 1 ESL	.few new immigrants .many non-standiard dialect speakers .good attendance .mid SES	.residential, middle class community with few bldgs .promotes speedy transition into English .decreasing LEP-Italian; increasing LEP-Hispanic/ Russian .high staff turn-over

*Not full-time bilingual positions.

III. INSTRUCTIONAL COMPONENT

A. Student Placement, Programming, and Mainstreaming.

1. Entry Criteria

According to the Project Director, the students are selected on the basis of their performance on the Language Assessment Battery (LAB). Hispanic students are eligible if their English LAB score falls below the 21st percentile, and if their percentile rank in Spanish surpasses the English score. The Chinese and Italian populations are eligible if they achieve and English LAB score which is below the 21st percentile.

2. Student Placement and Programming

As described in the proposal, one of the responsibilties of the on-site coordinator is to "serve as chief counselor, advisor, program planner, organizer, and administrator for students in the program . . ." under the supervision of the Field Coordinator and the guidance of the school principal and departmental heads (p.178). Site visits and interviews with the staff elicited differences among sites concerning the implementation of these procedures:

- At Lower East Side Prep students prepare their own programs in consultation with teachers and neighborhood workers (Family Assistants)
- At Benjamin Franklin H.S. and at Park East H.S. the coordinator prepares the students' programs according to school offerings and High School Diploma requirements.
- At Julia Richman student programming is handled by different guidance counselors who are dispersed throughout the schools.

The Field Coordinator and the Assistant Principal concurred that programming represents a problematic area at Julia Richman.

3. Mainstreaming

School administrative personnel expressed two views with respect to mainstreaming. While two of the supervisory personnel at Park East High School and Julia Richman High School advocated a speedy transition into an all English program of instruction, other personnel at Lower East Side Prep and Benjamin Franklin High School indicated the importance of maintaining ties with the bilingual program either through tutorials, college advisement, or course content. The two viewpoints are mainly differences in emphasis, as the programs are transitional at every site. It is the criteria for eligibility for supportive services after mainstreaming which may vary from site to site.

A comparison of the number and variety of mainstreaming classes offered by each site suggests differences among the sites: Park East offers numerous varied mainstreaming courses while Ben Franklin offers some "traditional," non-content area courses, e.g., Health Education, Music, Art, Hygiene and English 8. No doubt these differences reflect the diversity of the linguistic abilities of the target population at each of these sites, as well as basic philosophic beliefs about the continued use of the two languages.

Data provided to the evaluator indicate that Julia Richman High School is the only program in which students have been removed from the program by parental option; this happened in eight cases.

B. Distinctive Features

The proposal describes the distinctive features of the instructional program as follows:

1. a mini-school organization which makes it possible to provide improved individual instruction (pp.61-61);
2. a management-by-objectives learning environment (p.73) which includes diagnostic prescriptive mastery learning approaches (pp.40-41);
3. an ESL program--based on an audiolingual approach--which aligns itself to native language arts instruction and to substantive instruction in the dominant language (p.70).

Although the evaluator was only able to observe the instructional process at one of the five sites, i.e. Lower East Side Prep, it was apparent from the on-site visits that the program at Benjamin Franklin, Park East, FDR and LESP were organized according to the mini-school plan. Such an approach has distinct advantages for achieving the goals of the CHSBP in that, by promoting increased student-staff contact, it facilitates individualized instruction, student monitoring and advisement, and makes it possible to create a warm and intense learning environment. However, as was previously noted, there are some difficulties in the implementation of this approach.

C. Course Offerings

According to the centrally based teacher trainer, there does not seem to be consistency in course offerings from site to site. She attributed this to the linguistic heterogeneity of the target populations. A review of the course offerings per site substantiated this observation. First,

it was apparent that some sites have greater staff resources to provide a program of instruction which enables program participants to complete the requirements for high school graduation on schedule, i.e. Benjamin Franklin. Secondly, some sites were able to provide a broader variety of course offerings than others. For example, the program at Park East is divided into eight-week cycles, thus allowing students greater flexibilty to schedule courses of interest; the program at Ben Franklin offers bilingual typing courses so that students may develop English and Spanish language skills within this specialized context. Ben Franklin additionally has arranged a program of inter-school visits so that interested students may attend and receive credit for classes at participating vocational school programs in New York City. Moreover, the school is planning to provide an innovative program of Career Education, including Medical Training, Horticulture and a Business Institute. This program is designed to integrate and make use of various community resources e.g., Goya and the Banco de Ponce. The on-site coordinator at Benjamin Franklin related the thrust toward vocational, rather than purely academic preparation to the type of student population which attends this school. She noted that while some students want to continue on to college, the majority have expressed an interest and a need to develop marketable skills.

D. Culture

All on-site coordinators indicated that culture was incorporated in the instructional program either through content-area instruction and/or native language arts, or through assembly programs, and/or after-school music and singing instruction. One Coordinator noted that students in his program have taken cultural trips, including as a visit to the Chinatown Library.

E. Teaching Reading Through the Arts (Chapter 720)

A program of Teaching Reading Through the Arts was funded by N.Y. State Chapter 720 at two sites -- Franklin D. Roosevelt H.S. and Lower East Side Prep. This program provided both ESL instruction and Native Language Arts instruction. Reading was taught in both languages at each site -- Italian and English at FDR and Chinese and English at LESP. Teachers developed lesson plans about paintings and art and presented reading materials about the artists, as well as literary works and poetry in both languages.

One teacher at each site provided three ESL and two NLA classes. Both sites served students who were advanced in their native language. However, FDR also provided a component for those students who were in need of enhancing their basic skills in Italian.

IV. NON-INSTRUCTIONAL COMPONENT

A. Curriculum and Materials Development

The following materials were developed during the academic year 1979-1980:

Chinese	. Economics - K.K. Lee . Native Language Arts through the Arts* - Intermediate through advanced - Marge Lin
Italian	. Storia degli stati uniti - parle prima - Antonio Rutigliano
Spanish	. Matematica atraves de maquinas calculadoras * Sylvia Aldebol . Civica y ciudadania * Judith Wechsler . Biologia* - Hylton Nelson

In addition to developing the aforementioned materials, resource teachers have also translated or developed exams (Marge Lin prepared a Chinese Language Proficiency Test), prepared the annual yearbook, and developed individual lesson plans.

*Incomplete as of 6/30/80

B. Supportive Services

The CHSBP offers a variety of supportive services, e.g., guidance, career counseling, referrals and home visits, to the target population. Both Benjamin Franklin and Lower East Side Prep are able to provide home visits through the services of the school/neighborhood workers, who inform parents of student progress and follow-up truancies and other home problems.

In addition, the resource teachers at all the sites provide career and vocational counseling: Classroom teachers who provide instruction in related courses are also able to do the same. For example, one teacher is said to provide business-oriented counseling as part of her commercial English class. Moreover, grade advisors and other program personnel meet with students about class requirements for graduation and other related matters. Additionally, Educational Assistants are able to provide direct instructional assistance within the classroom; they assist teachers in individualizing instruction, monitoring student progress and maintaining records.

The evaluator was particularly impressed by the affective bond that had been established between the program staff and participants, as evidenced in after-school tutorials, individual counseling, and other activities at four of the five sites visited.

C. Staffing

The on-site staff consists of 9 resource teachers, 8 educational assistants and 1 neighborhood student worker; the Central staff consists of 1 project director, 1 field coordinator, 1 teacher trainer, 1 curriculum specialist, and 1 parent trainer (E.A.). In comparison to the figures

which appear in the evaluation report for 1978-1979, the total number of on-site resource teachers and educational assistants has decreased by 2 and 1 respectively. The positions of teacher trainer and field coordinator, which were previously unfilled, are now held by personnel who had both worked as resource teachers the previous year. This year, a parent trainer has been added as well.

D. Staff Development

Staff development activities, as reported by the director, consist of attendance at and participation in:

1. courses offered at several local universities. (this past year, 13 teachers and 9 paras were enrolled in bilingual education and content area courses, completing an average of 12 credits a year);

2. workshops in ethnic backgrounds, content areas, and bilingual education on a average of once-twice per month;

3. meetings on the average of once a month; and

4. conferences (Reading Conference, State Education Department, SABE Conference, and other bilingual conferences).

E. Parental and Community Involvement

As described by the Director, the functions of the Parent Advisory Committee are to "work closely to improve the school system and to help disseminate information to other parents and the community." The committee consists of 7 volunteers who meet on a monthly basis.

Furthermore, several sites which have scheduled special classes for parents, i.e., Lower East Side Prep, Benjamin Franklin and Franklin D. Roosevelt, offer courses in such areas as ESL, typing, and citizenship.

The first two schools reportedly provided 8 hours of instruction weekly, while the latter offered 4 hours weekly.

In addition, parents have participated in special trips, including visits to the circus, the World Trade Center Art Exhibit and Great Adventure, and have taken part in such activities as International Fiesta, the First Hispanic Parents Conference, the First Chinese Parents Conference, Italian Parents Night, etc.

In response to the question: What are some indicators of parental involvement in your program?, the Director responded as follows:

> Parents call each other (telephone chain) when we have meetings. Parents have been calling to get information on school activities, etc.

Program information is disseminated via memos, letters, flyers, and invitation. However, it was added that mailing letters is not as effective as word of mouth.

The Director observed that "transportation, time and location" are factors which affect parent participation. She noted that "it is hard for parents that work to come to the school for monthly meetings during the day time. Parents are afraid that the meetings might be in English only. At night it is not always feasible for parents to attend due to tiredness and other personal commitments".

When asked to identify the most successful aspects of the parental involvement component, the director responded:

> The telephone chain. Parents have been coming regularly to the meetings and would like to have more workshops in order to understand and learn about school's regulations and other educational matters.

Moreover, the Director said that she would like to improve or develop the parental component by:

1. paying transportation for parents whenever there is a meeting;
2. improving the adult program by providing more courses;
3. providing refreshment at parent events.

F. Affective Domain

It was the general impression of the evaluator that "there is a very strong bond between staff members and students which is beneficial to all," as one of the resource teachers described it. On the whole, the supportive services team is a dedicated and sensitive group of individuals who generously give of their time to improve the educational, personal and social adjustment of the LEP student. This was evidenced by the warm student-staff interaction observed during the on-site visits, as well as by the variety of extra-curricular activities which appear to form an integral part of the program's activities. Franklin D. Roosevelt for example, has a soccer team which meets on weekends; Benjamin Franklin has a band and track team that meet after school; the students at Park East have participated in skating parties with the staff.

In addition, the resource teacher at Benjamin Franklin reported that 10 program participants were elected to the school's Arista Honor Society. A similar observation was made by the resource teacher at Park East: "Two or three students ranked in the top of the school--both for academic excellence and attendance." In addition, a third of the program's graduates from Park East are said to go on to college.

Moreover, both resource teachers added that the drop-out rates are not very high. Most students seem to drop-out either to get married or to re-locate, rather than because they experience academic difficulties.

V. ASSESSMENT PROCEDURES AND FINDINGS

The following section presents the assessment instruments and procedures, and the results of the testing.

Assessment Procedures and Instruments

Students were assessed in English language development, growth in their mastery of their native language, mathematics, social and commercial studies and science. The following are the areas assessed and the instruments used:

English as a Second Language	--	Criterion Referenced English Syntax Test (CREST), Levels I, II, III
Reading in Italian	--	Teacher-made Tests
Mathematics Performance	--	Teacher-made Tests
Science Performance	--	Teacher-made Tests
Social Studies Performance	--	Teacher-made Tests
Native Language Arts Performance	--	Teacher-made Tests
Business Education	--	Teacher-made Tests
Cultural Heritage	--	Teacher-made Tests
Spanish Typing	--	Teacher-made Tests
Secretarial Studies	--	Teacher-made Tests
Attendance	--	School and Program records
Attitude Toward Education	--	Teacher-made Instruments

The following analyses were performed:

A) On pre/post tests of native language reading achievement statistical and educational significance are reported:

1) Statistical Significance was determined through the application of the correlated t-test model. This statistical analysis demonstrates whether the difference between pre-test and post-test

mean scores is larger than would be expected by chance variation alone; i.e. is statistically significant.

This analysis does not represent an estimate of how students would have performed in the absence of the program. No such estimate could be made because of the inapplicability of test norms for this population, and the unavailability of an appropriate comparison group.

2) Educational Significance was determined for each grade level by calculating an "effect size" based on observed summary statistics using the procedure recommended by Cohen.[1]

An effect size for the correlated t-test model is an estimate of the difference between pre-test and post-test means expressed in standard deviation units freed of the influence of sample size. It became desirable to establish such an estimate because substantial differences that do exist frequently fail to reach statistical significance if the number of observations for each unit of statistical analysis is small. Similarly, statistically significant differences often are not educationally meaningful.

Thus, statistical and educational significance permit a more meaningful appraisal of project outcomes. As a rule of thumb, the following effect size indices are recommended by Cohen as

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[1] Jacob Cohen. Statistical Power Analysis for the Behavioral Sciences (Revised Edition). New York: Academic Press, 1977 Chapter 2.

guides to interpreting educational significance (ES):

a difference of 1/5 = .20 = small ES

a difference of 1/2 = .50 = medium ES

a difference of 4/5 = .80 = large ES

B) On the Criterion Referenced English Syntax Test (CREST) information is provided on the number of objectives attempted and mastered, the percentage of objectives mastered versus those attempted, and number of objectives mastered per month of treatment. Information is also provided on student performance on the various test levels. For Title I students, mastery rates are reported by semester for two units of instruction times: by day and by month. Instruction (treatment) time is defined as the period of classroom instruction that occurred between pre- and post-testing which is conducted each semester. The maximum treatment time, as defined, is 63 days or 3.2 months (assuming that 20 days comprise one month, on the average). Total year CREST results are presented for non-Title I students.

C) The results of the criterion referenced tests in mathematics, social studies, science and native language arts and additional content area measures are reported in terms of the number and percent of students achieving the criterion levels set for the participants (65% passing).

D) Information is provided on the attendance rate of students participating in the bilingual program, compared with that of the total school population.

The following pages present student achievement in tabular form.

TABLE I

English as a Second Language

Lower East Side Prep

Chinese Speaking Students

Fall

Results of the Criterion Referenced English Syntax Test (CREST)
Reporting the Number of Objectives Mastered, Percent Mastered,
and Objectives Mastered Per Day and Per Month.

(Title I ESL)

Grade	# of Students	Average # of Objectives Attempted	Average # of Objectives Mastered	% Mastered/ Attempted	Average Days of Treatment*	Average Months of Treatment*	Objectives Mastered Per Day	Objectives Mastered Per Month
Ungraded	35	15.6	10.7	69%	61.7	3.1	.17	3.4

*Instructional time between pre- and post-testing.

Ungraded Chinese speaking students in Fall mastered 10.7 of 15.6 objectives attempted (69%) on the CREST. Based on 3.1 months of treatment, they mastered 3.4 objectives per month of treatment. This represents substantial growth in English language acquisition.

TABLE II

English as a Second Language

Lower East Side Prep

Chinese Speaking Students

Fall

Student Performance on the
Criterion Referenced English Syntax Test (CREST)
A Breakdown by Test Level

(Title I ESL)

		LEVEL I			LEVEL II			LEVEL III		
Grade	# of Students	Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered
Ungraded	35	312	231	72%	199	132	66%	35	13	37%

The Fall CREST results of ungraded Chinese speaking students indicated modal functioning on level I where 72% of attempted objectives were mastered. On level II 66% and on level III 37% of the attempted objectives were mastered. Chinese speaking students experienced more difficulty on upper test levels.

TABLE III

English as a Second Language

Julia Richman High School

Spanish Speaking Students

Total Year

Results of the Criterion Referenced English Syntax Test (CREST)
Reporting the Number of Objectives Mastered, Percent Mastered,
and Objectives Mastered Per Month.

(Non Title I)

Grade	# of Students	Average # of Objectives Attempted	Average # of Objectives Mastered	% Mastered/ Attempted	Average Months of* Treatment	Objectives Mastered Per Month
9	2	12.5	9.5	76%	10.0	1.0
10	20	13.0	10.6	82%	9.3	1.1
11	1	12.0	10.0	83%	10.0	1.0
Totals	23	12.9	10.5	81%	9.4	1.1

*Instructional time between pre- and post-testing.

Total year CREST results regardless of test level for Spanish speaking students revealed that the combined sample mastered 10.5 of the 12.9 objectives attempted (81% mastery rate). The combined sample mastered 1.1 objectives per month of instruction. Student performance was approximately the same at each grade level. The stated evaluation objective (1.0 objectives to be mastered for every 2 months of treatment) was met and subtantially surpassed.

TABLE IV

English as a Second Language

Julia Richman High School

Spanish Speaking Students

Total Year

Student Performance on the
Criterion Referenced English Syntax Test (CREST)
A Breakdown by Test Level and Grade.

(Non Title I)

Grade	# of Students	LEVEL I			LEVEL II			LEVEL III		
		Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered
9	2	23	18	78%	3	1	33%	--------- NO DATA ---------		
10	20	187	151	81%	72	61	85%	--------- NO DATA ---------		
11	1	—	—	—	12	10	83%	--------- NO DATA ---------		
Totals	23	210	169	80%	87	72	83%			

The total year CREST results for Spanish speaking students showed that 9th and 10th graders functioned on level I primarily, and 11th graders functioned only on level II. Overall, students showed high rates of mastery for attempted objectives.

TABLE V

English as a Second Language

Franklin D. Roosevelt High School

Italian Speaking Students

Total Year

Results of the Criterion Referenced English Syntax Test (CREST)
Reporting the Number of Objectives Mastered, Percent Mastered,
and Objectives Mastered Per Month.

(Non Title I)

Grade	# of Students	Average # of Objectives Attempted	Average # of Objectives Mastered	% Mastered/ Attempted	Average Months of* Treatment	Objectives Mastered Per Month
11	4	16.5	8.8	53%	10.0	.9
12	2	7.5	7.5	100%	10.0	.8
Totals	6	13.5	8.3	62%	10.0	.8

*Instructional time between pre- and post-testing.

Total year CREST results regardless of test level for Italian speaking students revealed that the combined sample mastered 8.3 of the 13.5 objectives attempted (62% mastery rate). The average number of objectives mastered per month of treatment was .8 for the total group. Within grade levels, 11th graders mastered .9 objectives per month and 12th graders mastered .8 objectives per month. In view of the stated evaluation objective, that students will master 1.0 objectives for every 2 months of treatment, students surpassed the objective.

TABLE VI

English as a Second Language

Franklin D. Roosevelt High School

Italian Speaking Students

Total Year

Student Performance on the
Criterion Referenced English Syntax Test (CREST)
A Breakdown by Test Level and Grade.
(Non Title I)

Grade	# of Students	LEVEL I			LEVEL II			LEVEL III		
		Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered
11	4	21	20	95%	45	15	33%	--------- NO DATA ---------		
12	2	5	5	100%	10	10	100%	--------- NO DATA ---------		
Totals	6	26	25	96%	55	25	45%			

The total year CREST results for Italian speaking students revealed that students functioned basically on level 1. of the test. Students were more successful on level I objectives in grade 11. Twelfth graders showed perfect mastery on each test level.

TABLE VII

Italian Reading Achievement

Franklin D. Roosevelt High School

Italian Speaking Students

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in Italian Reading Achievement of Students with Full Instructional Treatment on Program Constructed Examinations

Grade	N	Mean	Pre-test Standard Deviation	Mean	Post-test Standard Deviation	Mean Difference	Corr. Pre/post	t	P	ES
9	7	81.7	14.6	88.1	14.5	6.4	.65	1.40	NS	.53
10	21	69.8	19.5	80.1	20.3	10.3	.31	2.03	.05	.44
11	10	79.7	14.3	84.8	16.7	5.1	.43	.97	NS	.31
12	3	83.3	3.5	90.0	10.0	6.7	-.43	.97	NS	.56

Table VII presents achievement data for Italian speaking students on teacher constructed Italian reading examinations. Students in grade 10 showed a statistically significant gain in Italian reading achievement; in addition, the demonstrated gain was of small to moderate practical or educational significance (ES=.44).

Students in grades 9, 11 and 12 showed no statistically significant pre/post growth. Students in these grades, however, made gains judged to be of small educational significance (grade 11) and moderate educational significance (grades 9 and 12).

Two major factors evident in the observed summary statistics confound the interpretation of the data for one or more grade levels. First, small n's (grades 9 and 12) tend to inhibit statistical significance. Second, the low pre/post correlation coefficients suggest that the function measured by the instrument showed little stability. For 12th graders,

TABLE VII
(continued)

the correlation was negative. These facts, taken together with very small pre-test variability, are indicative of a strong regression effect among 12th graders; however, the small sample size makes any generalization limited in nature.

It is possible that the present instrument is not highly reliable (at pre- and/or post-testing) for the purpose of making adequate differentiations in the function measured.

It is suggested that the present instrument be reviewed carefully for possible psychometric deficiencies. The project impact upon student achievement is extremely difficult to measure and evaluate with the present instrument.

TABLE VIII

Mathematics Achievement

Lower East Side Prep

Chinese Speaking Students

Number and Percent of Students Passing Teacher-made Examinations in Mathematics

	FALL 1979			SPRING 1980		
Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing
ungraded	30	30	100%	20	20	100%

The percentage of ungraded Chinese speaking students passing teacher-made examinations in mathematics was 100% in Fall and Spring. Overall, the stated evaluation objective for mathematics was met and substantially surpassed each semester (65% pass rate).

TABLE IX

Mathematics Achievement

Park East High School - Benjamin Franklin High School

Spanish Speaking Students

Number and Percent of Students Passing Teacher-made Examinations in Mathematics by Site and Grade

Site/ Grade	FALL 1979 N	Number Passing	Percent Passing	SPRING 1980 N	Number Passing	Percent Passing
Park East						
9	23	8	35%	18	5	28%
10	13	6	46%	15	6	40%
11	4	3	75%	3	1	33%
12	9	8	89%	5	4	80%
Benjamin Franklin						
9	5	3	60%	8	3	38%
10	17	11	65%	16	11	69%
11	------- NO DATA -------			11	2	18%
12	4	2	50%	------- NO DATA -------		

In the Fall term, the percentage of Spanish speaking students at Park East High School passing teacher-made examinations in mathematics ranged from 35% in grade 9 to 89% in grade 12. In Spring, the percent mastering the curriculum ranged from 28% in grade 9 to 80% in grade 12. The stated evaluation objective for mathematics was met and substantially surpassed in grade 11 (Fall) and grade 12 (Fall and Spring). Students in other grades failed to reach the criterion level (65% pass rate).

TABLE IX
(continued)

In the Fall term, the percentage of Spanish speaking students at Benjamin Franklin High School passing teacher-made examinations in mathematics ranged from 50% in grade 12 to 65% in grade 10. In Spring, the percent mastering the curriculum ranged from 18% in grade 11 to 69% in grade 10. The stated evaluation objective for mathematics was met and substantially surpassed in grade 10 (Fall and Spring). Students in other grades failed to reach the criterion level (65% pass rate).

TABLE X

Science Achievement

Lower East Side Prep

Chinese Speaking Students

Number and Percent of Students Passing Teacher-made Examinations in Science

	FALL 1979			SPRING 1980		
Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing
ungraded	23	23	100%	39	39	100%

The percentage of ungraded Chinese speaking students passing teacher-made examinations in science was 100% in each semester. Overall, the stated evaluation objective for science was met and substantially surpassed each semester (65% pass rate).

TABLE XI

Science Achievement

Park East High School - Benjamin Franklin High School

Spanish Speaking Students

Number and Percent of Students Passing Teacher-made Examinations in Science by Site and Grade

Site/ Grade	FALL 1979 N	Number Passing	Percent Passing	SPRING 1980 N	Number Passing	Percent Passing
Park East						
9	13	6	46%	12	3	25%
10	13	6	46%	13	3	23%
11	6	4	67%	5	3	60%
12	11	8	73%	7	5	71%
Benjamin Franklin						
9	7	5	71%	18	8	44%
10	14	10	71%	12	8	67%
11	------- NO DATA -------			7	1	14%
12	6	6	100%	------- NO DATA -------		

In the Fall term, the percentage of Spanish speaking students at Park East High School passing teacher-made examinations in science ranged from 46% in grades 9 and 10 to 73% in grade 12. In Spring, the percent mastering the curriculum ranged from 23% in grade 10 to 71% in grade 12. The stated evaluation objective for science was met in grades 11 and 12 (Fall) and in grade 12 (Spring). Students in other grades failed to reach the criterion level (65% pass rate).

TABLE XI
(continued)

In the Fall term, the percentage of Spanish speaking students at Benjamin Franklin High School passing teacher-made examinations in science ranged from 71% in grades 9 and 10 to 100% in grade 12. In Spring, the percent mastering the curriculum ranged from 14% in grade 11 to 67% in grade 10. Overall, the stated evaluation objective for science was met and substantially surpassed in grades 9, 10 and 12 (Fall) and in grade 10 (Spring). Students in other grades failed to reach the criterion level (65% pass rate).

TABLE XII

Social Studies Achievement

Lower East Side Prep

Chinese Speaking Students

Number and Percent of Students Passing Teacher-made Examinations in Social Studies

	FALL 1979			SPRING 1980		
Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing
ungraded	51	51	100%	111	110	99%

The percentage of ungraded Chinese speaking students passing teacher-made examinations in social studies was 100% in Fall and 99% in Spring. Overall, the stated evaluation objective for social studies was met and substantially surpassed each semester (65% pass rate).

TABLE XIII

Social Studies

Park East High School - Benjamin Franklin High School

Spanish Speaking Students

Number and Percent of Students Passing Teacher-made Examinations in Social Studies by Site and Grade

	FALL 1979			SPRING 1980		
Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing
Park East						
9	12	2	17%	8	2	25%
10	11	7	64%	10	4	40%
11	5	4	80%	3	1	33%
12	5	4	80%	7	5	71%
Benjamin Franklin						
9	5	3	60%	19	7	37%
10	20	15	75%	18	14	78%
11	------- NO DATA -------			------- NO DATA -------		
12	11	11	100%	13	9	69%

In the Fall term, the percentage of Spanish speaking students at Park East High School passing teacher-made examinations in social studies ranged from 17% in grade 9 to 80% in grades 11 and 12. In Spring, the percent mastering the curriculum ranged from 25% in grade 9 to 71% in grade 12. Overall, the stated evaluation objective for social studies was met and substantially surpassed in grades 11 and 12 (Fall) and in grade 12 (Spring). Students in other grades failed to reach the criterion level, but 10th grade

TABLE XIII
(continued)

students in Fall were only 1 percentage point off from the stated criterion level (65% pass rate).

In the Fall term, the percentage of Spanish speaking students at Benjamin Franklin High School passing teacher-made examinations in social studies ranged from 60% in grade 9 to 100% in grade 12. In Spring, the percent mastering the curriculum ranged from 37% in grade 9 to 78% in grade 10. Overall, the stated evaluation objective for social studies was met and substantially surpassed in grades 10 and 12 (Fall and Spring). Students in grade 9 failed to reach the criterion level (65% pass rate).

TABLE XIV

Social Studies Achievement

Franklin D. Roosevelt High School

Italian Speaking Students

Number and Percent of Students Passing Teacher-made Examinations in Social Studies

	FALL 1979			SPRING 1980		
Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing
9	5	5	100%	5	5	100%
10	7	5	71%	6	5	83%
11	7	3	43%	6	2	33%
12	1	0	0%	4	4	100%

In the Fall term, the percentage of Italian speaking students passing teacher-made examinations in social studies ranged from 0% in grade 12 to 100% in grade 9. In Spring, the percent mastering the curriculum ranged from 33% in grade 11 to 100% in grades 9 and 12. Overall, the stated evaluation objective for social studies was met and substantially surpassed in grades 9 and 10 (Fall and Spring) and grade 12 (Spring). Students in grades 11 (Fall and Spring) and 12 (Fall) failed to reach the criterion level (65% pass rate). The small sample sizes suggest that the data must be interpreted with caution.

TABLE XV

Native Language Arts Achievement

Lower East Side Prep

Chinese Speaking Students

Number and Percent of Students Passing Teacher-made Examinations in Native Language Arts

	FALL 1979			SPRING 1980		
Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing
ungraded	18	18	100%	25	25	100%

The percentage of ungraded Chinese speaking students passing teacher-made examinations in native language arts was 100% in each semester. Overall, the stated evaluation objective for native language arts was met and substantially surpassed each semester (65% pass rate).

TABLE XVI

Native Language Arts Achievement

Park East High School

Spanish Speaking Students

Number and Percent of Students Passing Teacher-made Examinations in Native Language Arts

Grade	FALL 1979 N	Number Passing	Percent Passing	SPRING 1980 N	Number Passing	Percent Passing
9	14	4	29%	11	5	46%
10	10	8	80%	9	6	67%
11	5	5	100%	4	3	75%
12	8	8	100%	4	3	75%

In the Fall term. the percentage of Spanish speaking students at Park East High School passing teacher-made examinations in native language arts ranged from 29% in grade 9 to 100% in grades 11 and 12. In Spring, the percent mastering the curriculum ranged from 46% in grade 9 to 75% in grades 11 and 12. Overall, the stated evaluation objective for native language arts was met and substantially surpassed in grades 11 and 12 in each semester. Students in other grades failed to reach the criterion level (65% pass rate).

TABLE XVII

Additional Content Area Achievement

Julia Richman High School

Spanish Speaking Students

Number and Percent of Students Passing Teacher-made Examinations in Four Content Areas

Grade	FALL 1979 N	Number Passing	Percent Passing	SPRING 1980 N	Number Passing	Percent Passing
Mathematics						
12	1	1	100%	------- NO DATA -------		
Science						
9	1	1	100%	2	1	50%
10	36	15	42%	43	13	30%
11	10	7	70%	------- NO DATA -------		
Social Studies						
10	26	11	42%	------- NO DATA -------		
11	3	3	100%	------- NO DATA -------		

TABLE XVII
(continued)

Grade	FALL 1979 N	Number Passing	Percent Passing	SPRING 1980 N	Number Passing	Percent Passing
			Native Language Arts			
9	1	1	100%	------- NO DATA -------		
10	51	35	70%	------- NO DATA -------		
11	10	7	70%	------- NO DATA -------		

Table XVII presents results on additional teacher-made content area examinations for Spanish speaking students at Julia Richman High School.

Only one grade (12) reported the results of mathematics examinations in the Fall term. For the one student reported, curriculum mastery was 100%. No data were reported in Spring.

The percentage of students passing Fall science examinations ranged from 42% in grade 10 to 100% in grade 9 (1 student). In Spring, the percent mastering the curriculum was 50% in grade 9 (two students) and 30% in grade 10.

For the two grades reporting Fall social studies examinations results, the percent passing was 42% in grade 10 and 100% in grade 11. No data were reported in Spring.

In the Fall term, the percentage of students passing teacher-made examinations in native language arts was 70% in grades 10 and 11 and 100% in grade 9 (1 student). No data were reported in Spring.

TABLE XVIII

Additional Content Area Achievement

Park East High School

Spanish Speaking Students

Number and Percent of Students Passing Teacher-made Examinations in Content Areas

Grade	FALL 1979 N	FALL 1979 Number Passing	FALL 1979 Percent Passing	SPRING 1980 N	SPRING 1980 Number Passing	SPRING 1980 Percent Passing
Mathematics						
9	1	0	0%	------- NO DATA -------		
Science						
9	------- NO DATA -------			2	1	50%
10	3	2	67%	1	1	100%
11	3	3	100%	------- NO DATA -------		
12	3	3	100%	3	2	67%
Social Studies						
9	1	1	100%	1	1	100%
Business Education						
10	1	1	100%	------- NO DATA -------		
11	1	1	100%	------- NO DATA -------		
12	2	2	100%	3	3	100%

TABLE XVIII
(continued)

Grade	FALL 1979 N	Number Passing	Percent Passing	SPRING 1980 N	Number Passing	Percent Passing
			Cultural Heritage			
9	1	1	100%	------- NO DATA -------		
			Spanish Typing			
12	------- NO DATA -------			3	3	100%
			Secretarial Studies			
9	------- NO DATA -------			1	0	0%

Table XVIII reports additional teacher-made content area examinations for Spanish speaking students at Park East High School.

Only one grade (9) reported the results of mathematics examinations in the Fall term. The one student reported failed to master the curriculum. No data were reported in Spring.

The results for the small numbers of students reported for science examinations revealed that the percent mastering the curriculum was 67% in grade 10 and 100% in grades 11 and 12 in the Fall term. In the Spring, the percentage of students passing ranged from 50% in grade 9 to 100% grade 10.

Only one grade (9) reported the results of social studies examinations. For the one student reported, curriculum mastery was 100% in both Fall and Spring.

TABLE XVIII
(continued)

In the Fall term, the percentage of students passing examinations in business education was 100% in grades 10, 11 and 12. In Spring, the percent mastering the curriculum was 100% in grade 12. No other data were reported.

Only one grade (9) reported results of examinations in cultural heritage. For the one student reported in the Fall term, curriculum mastery was 100%. No data were reported in the Spring.

The results for students reported in grade 12 on examinations of Spanish typing revealed curriculum mastery of 100% in the Spring. No Fall data were reported.

Only one grade (9) reported the results of secretarial studies examinations in the Spring term. The one student reported failed to master the curriculum. No Fall data were reported.

TABLE XIX

Attitude Toward Education

Park East High School

Spanish Speaking Students

Number and Percent of Students Showing Improvement
in Attitude Toward Education on Teacher-Made Instruments

Grade	FALL 1979 N	Number Showing Improvement	Percent showing Improvement	SPRING 1980 N	Number Showing Improvement	Percent Showing Improvement
9	------- NO DATA -------			------- NO DATA -------		
10	------- NO DATA -------			1	1	100%
11	1	1	100%	3	2	67%
12	2	2	100%	4	4	100%

In the Fall term, the percentage of Spanish speaking students at Park East High School showing improvement in attitude toward education on teacher-made instruments was 100% in grades 11 and 12. In Spring, the percent mastering the curriculum ranged from 67% in grade 11 to 100% in grades 10, and 12.

TABLE XX

Attendance Rates

Lower East Side Prep

Chinese Speaking Students

Number and Percent of Students Surpassing the General School Attendance Rate, Reporting the Program Attendance Rate and Standard Deviation

Grade	No. of Students	Average Attendance	Standard Deviation	Number Surpassing Rate	% Exceeding School Rate
ungraded	148	97.6%	4.8	143	97%

The Chinese speaking students attended school at a rate of 97.6%. Little variability in student attendance existed as measured by the standard deviation. The percentage of students exceeding the school-wide attendance rate was 97%. Thus, the Chinese speaking students demonstrated extremely high school motivation as measured by attendance rate. Attendance of approximately 98% is indeed very rare.

TABLE XXI

Attendance Rates

Park East - Benjamin Franklin - Julia Richman

Spanish Speaking Students

Number and percent of Students Surpassing the General School Attendance Rate, Reporting the Program Attendance Rate and Standard Deviation by Site and Grade

Site/ Grade	No. of Students	Average Attendance	Standard Deviation	Number Surpassing Rate	% Exceeding School Rate
Park East					
9	24	63.3	22.6	14	59%
10	17	65.7	21.6	10	58%
11	6	78.2	16.1	5	83%
12	10	88.6	8.8	8	80%
Benjamin Franklin					
9	21	74.4	19.6	13	60%
10	31	70.1	25.5	16	53%
11	16	83.9	17.6	15	94%
12	15	91.7	10.2	15	100%
Julia Richman					
9	2	95.0	5.7	2	100%
10	52	84.8	11.1	47	91%
11	9	91.9	5.0	8	90%
12	---------- NO DATA ----------				

TABLE XXI
(continued)

Table XXI reports attendance data for Spanish speaking students at three sites.

For Park East High School students, the average attendance rate ranged from 63% (grade 9) to 89% (grade 12). The percentage of Park East students who exceeded student attendance rates in the school ranged from 58% (grade 10) to 83% (grade 11). The stated evaluation objective was met and surpassed.

For students at Benjamin Franklin High School, the average attendance rate ranged from 70% (grade 10) to 92% (grade 12). The percentage of students exceeding the within school average attendance rate ranged from 53% (grade 10) to 100% (grade 12). The stated evaluation objective was met and substantially surpassed.

For students at Julia Richman High School, the average attendance rate ranged from 85% (grade 10) to 95% (grade 9) with very small variability. The percentage of students exceeding the average attendance rate at Julia Richman ranged from 90% (grade 11) to 100% (grade 9). The program attendance rates were exceptionally high. The stated evaluation objective was overwhelming surpassed.

TABLE XXII

Attendance Rates

Franklin D. Roosevelt High School

Italian Speaking Students

Number and Percent of Students Surpassing the General School Attendance Rate, Reporting the Program Attendance Rate and Standard Deviation

Grade	No. of Students	Average Attendance	Standard Deviation	Number Surpassing Rate	% Exceeding School Rate
9	5	94.6	2.9	5	100%
10	4	85.3	4.1	4	100%
11	31	87.3	13.2	28	90%
12	4	89.5	5.2	4	100%

The attendance rates for Italian speaking students ranged from 85% (grade 10) to 95% (grade 9). The percentage of program students exceeding the school-wide rate ranged from 90% (grade 11) to 100% in grades 9, 10 and 12. Thus, Italian speaking students had very high attendance rates, indicating highly positive attitudes toward school as measured by attendance data.

VI. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

The Comprehensive High School Bilingual Program (CHSBP) serves approximately 450 students of limited English proficiency (LEP) who are speakers of Spanish, Italian, or Chinese in five New York City high schools--four in Manhattan and one in Brooklyn. The program is characterized by diversity among its populations and sites. Sites differ in the community contexts in which they operate, in their organizational arrangements, in their level of support for bilingual education, in school and community resources for educational support, in staff stability and preparedness, in program scope, and in need for supportive services, among others. The CHSBP provides supportive services to these sites, since it is a centralized program and most decisions regarding the nature and extent of bilingual services to be provided to eligible students are the direct responsibility of the schools and their principals. Identifying needs and providing meaningful support to these diverse schools has been a challenge to the CHSBP staff.

A number of factors have affected the ability of the CHSBP to deliver full services to the participating sites. Principal among these have been the following:

a) Qualified bilingual instructional personnel are sometimes not available to implement a basic program at some of the schools. This is particularly prevalent for the smaller language groups.

b) Personnel and licensing offices impose restrictions on hiring, thereby hampering program implementation and the timely placement of personnel with the appropriate

language, educational and/or experiential backgrounds. In addition, staff stability is affected by the status under which some staff are hired, i.e., on a per diem basis.

c) The organizational and administrative requirements of centrally based programs place demands on the project director and other central staff, thus affecting the way that all aspects of the CHSBP are implemented. As noted in the previous year's evaluation report, one staff member was re-allocated to another central board unit as a monitor of ESEA Title VII programs on a city-wide basis.

d) The philosophy of and support for bilingual education varies among sites with some being supportive of the concept while others are substantially less so, thereby affecting the level of implementation at some sites.

In the opinion of the evaluator the staff of the CHSBP is sensitive and genuinely committed to providing the supportive and instructional services for which they were funded through ESEA Title VII. However, additional coordination, cooperation and assistance are required to improve the program's present level of functioning. The recommendations listed below are offered as a potential means for accomplishing the program's objectives.

B. Recommendations

1. Support and need for the program varies from site to site. It may be advisable to review the present needs and commitment of existing sites to determine whether the current level of support or program emphasis should continue.

2. Efforts should continue to educate non-bilingual personnel at the cooperating sites as to the philosophy, goals/objectives, processes, and resources of the program.
3. There is a need to hire more bilingual teachers, particularly in view of substantial differences in staffing patterns among the various sites, e.g., Lower East Side Prep and Julia Richman.
4. The program should strive to maintain complete and up-dated records of staff and student activities.
5. It is recommended that informal inter-site visits be continued so that the training activities, which are now primarily centrally-based and directed, may be extended to provide direct and individual assistance upon request and/or as needed. Such a procedure would expand the resource capabilities of the program given the variety of talent and expertise that the program has available to it from within.
6. Greater attention should be given to providing direct assistance to the on-site teachers through demonstration lessons, systematic planning, etc. Much of this year's activities centered upon curriculum development, record keeping, and testing.
7. It is also recommended that a select group of program staff be involved in curriculum development, given that it requires specialized training and skills which not everyone may possess.
8. There was substantial variation in the extent of parental involvement among sites. The parents at Benjamin Franklin High School and Lower East Side Prep show a greater degree of involvement than those of other sites. Personnel attributed this differential to the scheduling and the activities offered.

The parental component at these site should be a model for others to follow, particularly since, as the coordinator observed, an important goal of the program is to educate parents in order to lessen dependency on their children, and thereby minimize unnecessary interruptions of the educational process.

9. Efforts should be made to utilize more fully the resources of the community in order to enrich the educational experiences of the students in the program. Moreover, opportunities should be provided so that students and staff from all five sites may partake of the unique resources of each, e.g., all program participants should be able to share in the wealth of community resources at Lower East Side Prep.

10. It is recommended that the program revise its evaluation design to better reflect program evaluation activities and new instruments now in use in New York City.